EDUC 661: Recorded Interview Summary

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**Interview Summation**

My interview was conducted with counselor who is new to Warren County Middle School, where I teach. She has been a professional school counselor for four years and a crisis counselor for a school system for an undisclosed amount of time. She explained that the crisis counselor only dealt with emergencies, no scheduling or testing.

In her current position, the counselor described her role as being in charge of scheduling, testing, group counseling, and individual counseling. In respect to consultation, coordination, and referral counselors can send students to outside agencies or agencies can come in to the school to assist counselors in offering programs. Most schools in our area have therapeutic day treatment counselors on site, and counselors are able to refer students for services.

The counselor said the school had not written a mission statement together but had set a goal for the department for the year. The counseling department does have a School Counselor/Administrator Agreement. The counselors do not target or separate students by age, race, gender, or socioeconomic status for lessons. Scheduling and individual student planning takes up most of the counselor’s day. The counselor tries to allot 10% to 20% of the school day for meeting with students.

The school has two tiers of consent. First, an Opt-out form is sent home with every child in the school system at the beginning of the year giving the parents the option to not have their child participate in guidance. The second tier is either a letter or phone call home to parents for consent about services students have received or could benefit from receiving.

**Personal Reflection**

My first reaction to the school counseling department at Warren County Middle School is that it spends a great portion of its time on managerial duties, and is reactive, rather than proactive, in regards to services. With the majority of the counselor’s day being taken up with scheduling, the counselor has no time to plan or deliver effective lessons. Rarely do counselors go into the classrooms to deliver guidance lessons and when they do it is mainly to discuss scheduling. The ASCA believes that these jobs, scheduling and testing, that seem to take up so much of the counselor’s time are not jobs that belong to the counselor (Bowers & Hatch, 2005).

From my interview with the counselor, it seems that no time is allotted during the day for planning or implementation of guidance curriculum, even though the ASCA contends that 25-35% of the counselor’s day should be focused on it (Bowers & Hatch, 2005, p. 39-41).

As I would love to work as a counselor for my current school, I do not know if these are the conditions in which I would be willing to work. While scheduling and testing are important, they are not the reason I wanted to become a school counselor. I want to become a school counselor to have a positive impact, personally and educationally, on the greatest amount of students possible.

**References**

Bowers, J. and Hatch, T. (2005). *The ASCA national model: A framework for school counseling programs.* Alexandria, VA: American School Counselor Association.